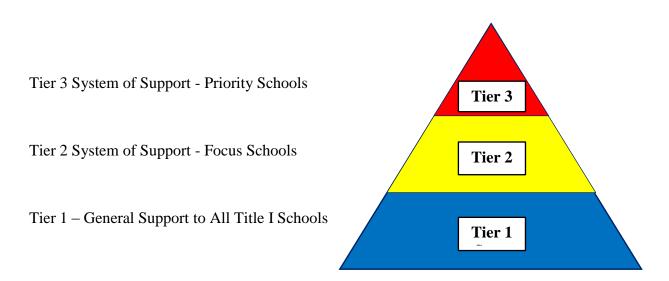
Utah Title I Systems of Support

The Utah Title I Systems of Support are more intense and focused on the lowest-performing schools. At the heart of the Utah Title I school improvement process is the research-based school appraisal process conducted by a trained School Support Team (SST), the improvement process is truly unique to each school based on the strengths and challenges of the school. The SST is reconstituted to include experts in the fields shown by the appraisal to be of greatest need. The SST works with the school leadership team to revise the school improvement plan to address specific needs.



Description of 3 Tier Model of Title I Systems of Support

Tier 1 – General Support to All Title I Schools

The USOE provides on-going training and support to LEAs in research-based instructional strategies that lead to improved student achievement. The general support to all Title I schools includes collaborative professional development opportunities.

The list below outlines some of those training opportunities.

- Utah Core Academies
- Principals' Literacy Institute
- STAR training (literacy volunteer training)
- Positive Behavior Intervention Supports (PBIS)
- Utah Futures (individualized student planning)
- Sheltered Instruction Observation Protocol (SIOP)
- World-class Instructional Design Assessment (WIDA)
- Best Practices
- Differentiated Instruction
- 3 Tier Models of Instruction
- Title I Principals' Leadership Institute
- Title I Coaching Institute
- School Support Team training (internal LEA teams)

Tier 2 Systems of Support – Focus Schools

In addition to the general support to all Title I schools, the USOE requires Focus Schools to participate in the Title I school improvement process.

Key components of Utah's Title I School Improvement process include:

- Schools are required to form a school leadership team
- Schools provide parent notification that the school has been identified as a Title I Focus School
 with information on how parents can support their student's achievement and how to provide
 input into the school improvement process
- Schools/LEAs are required to contract with an external school support team (SST) made up of distinguished educators that include current and former superintendents; principals; teachers; specialists in curriculum and instruction, ELL, and SWD; community representatives; and representatives from higher education each SST is to include at least one LEA member.
- Schools are required to participate in a comprehensive school appraisal conducted by the SST;
 this appraisal tool is research-based to focus on those components that have the greatest potential impact on student achievement
- Following the school appraisal, the SST may reconstitute to ensure that expertise is included to address specific challenges related to instruction and/or subgroup achievement
- The SST works with the school leadership team to develop/revise the school improvement plan
- The LEA peer review team will examine for content and approve or request revisions of the school improvement plan before submitting to the USOE
- The LEA will present to the local school board the approved school improvement plan
- Focus Schools will be required to utilize Utah's web-based Tracker system that facilitates quality planning and progress monitoring of the school improvement plan implementation
- The LEA and the SST team leader work with the school to implement the school improvement plan and provide Quarterly Progress Reports to the SEA
- The USOE will provide a two year Title I school improvement grant of \$100,000 to support school improvement efforts
- The USOE provides a follow-up review of all school improvement plans to ensure compliance and potential for success
- The USOE provides intensive professional development to school teams that includes LEA staff, principals, coaches, and teachers
- The USOE provides ongoing technical assistance to LEAs and Focus Schools
- The USOE monitors implementation of school improvement plans and annual achievement results of each Title I Focus School

Tier 3 Systems of Support - Priority Schools

In addition to the general support to all Title I schools and the school improvement process required of Focus Schools, the USOE requires Priority Schools to implement one of the four rigorous reform strategies outlined in the Title I School Improvement Grant (SIG) process.

Key Components of Utah's Title I SIG process includes:

- Implementation of one of the four federally-defined turnaround principles, including replacement of the building principal (in accordance with SIG requirements)
- The LEA Contract with an approved third party School Support Team (SST) to assist in improvement efforts. An SST is made up of at least three distinguished educators external to the school (one of whom must be a representative of the LEA). The LEA and school select SST members based on needs of the school and expertise available. The SST must have the proven success, knowledge and skills, and the ability to facilitate quality improvement that will lead to student achievement. The composition of the SST may change based on the strengths and challenges of the school as determined through the school appraisal process.
- Priority Schools work with the SST to conduct a school appraisal using Utah Title I School Improvement tools
- Develop a comprehensive plan for school improvement that includes improvement goals, strategies, resources, evaluations, professional development, and timelines
- Utilize the web-based Utah Title I Plan Tracker System to submit school improvement plans and progress reports on a regular basis
- As defined in the school improvement plan, the LEA provides needed technical assistance to the school(s)
- The LEA regularly monitors and reports to the USOE implementation of the comprehensive school improvement plan
- The USOE will provide a significant grant to participating LEAs to support the Priority Schools in implementation of meaningful school improvement efforts
- The USOE provides technical assistance to participating LEAs and Priority Schools
- The USOE provides intensive professional development to administrators and coaches of Priority Schools
- The USOE regularly monitors participating LEAs and Priority Schools
- The USOE determines whether the LEAs and Priority Schools are meeting improvement targets to determine continuation of funding